

# SCHOOL ACTIVITIES

*The National Extra Curricular Magazine*

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## As the Editor Sees It—

May is an eventful school month. The graduation season, often crowded with functions put off from earlier months, usually finds too few evenings in a week. But the carefully planned and well directed school anticipates the inevitable. Students will find time for rehearsal; teachers will not slight the work of completing records and making reports. Vacation will bring a restful calm after the storm.

Each commencement season less and less distinction is given the valedictorian. Point systems have divided the honors and recognize superlative degrees of other qualities besides scholarship.

Salesmen who call upon school executives are impressed with the frequency with which they see the *School Activities* magazine on the principal's desk.

Schools do not permit anything else as ironical, pathetic, and stupid as the traditional class day prophecy in which relatively obscure and mediocre students are compared to famous characters of our time.

It often occurs to me that present day secondary school students could not make good in the high school I attended. But, too, the high school I attended could not make good with our modern high school students!

Now I know what class mottoes are for. I was told the other day that the class motto is to go with the class colors and class flower to make the diploma complete.

Golf is the ideal game. It encourages the player to compete with his past record. What a need schools have for more such games!

The lover of the three R's is unconsciously saying, "See what they did for me!"

For our friends with ideas and experiences to share with our readers, we have prepared a bulletin of information setting forth our plans and policies. This bulletin will answer the questions of anyone who would make sure of our needs before sending in a manuscript for publication. It will be mailed free upon request.

While it is not the only reason, the need for community good will is sufficient reason for inviting clergymen and other community leaders to speak in assembly occasionally. It is indeed a good school that spends no time to less advantage.

Mr. Chairman, I move that in contests we recognize only first place, but that we have more events. School is preparation for life, and life is like that. Among applicants for a position the winner gets a job. What does the person in second place get?

I offer the ladies and gentlemen of the teaching profession whom I meet through my editorial mail, as my explanation of why the youth I know have replaced the youth I remember.

Some provision should be made for granting a charter to such clubs as the school recognizes. A charter gives permanence, dignity and official standing.

The summer is the time for New Year's resolutions. New organizations, new systems of records, and more elaborate extra curricular programs can not be launched successfully during the school year.

My editorial work brings me into contact with old friends as well as new. Dr. John Rufi, a college classmate of mine and now professor of education at the University of Missouri, is author of the biography of Dr. Fretwell in our Who's Who feature this month.

# Intramural Trends in the Junior and Senior High School

Robert E. Lindwall

THE MATERIAL presented here is a combined contribution from three recent research studies—first, my master's thesis written in 1932 at the University of Wisconsin entitled: *A Study of the Current Trends and Practices in the Organization and Administration of Intramurals in the Junior and Senior High School*; second, questionnaires, interviews, and correspondence study connected with writing my book entitled: *Intramural Activities—Their Organization and Administration in the Junior and Senior High School*; third, Bulletin No. 17, Monograph 27, of the National Survey of Education entitled: *Intramural and Interscholastic Athletics. When did the Junior and Senior high intramural movement start?*

The high schools reported that an effort to establish an organized program started (in the majority) between 1924 and 1926. Junior high programs were in swing even before that. The high school movement is undoubtedly due to the leadership of the college and university programs.

## Small and Large Schools Reporting Returns

In all the studies it was brought out that the larger high schools reported programs while the smaller high schools did not report very many promising systems of intramurals. The exception to this was the junior high. This is due to the fact that the varsity program of athletics does not cut in as much on facilities, etc., in the junior high school.

## Interest in the Intramural Program from the Educational Administrator

It has been gratifying to note that in the orders for my book *Intramural Activities*, many have come from principals and superintendents. This is a small sign of course, but it does show that the administrator is taking an interest in this aspect of physical education.

## Health Supervision

About 20% of the schools reporting in my thesis research, conducted a health ex-

amination and attempted to use the findings as an aid toward age and capacity allocation. It was mentioned frequently, however, that theory far exceeded practice. The most promising phase of this particular problem was in the statement that the intramural program should have close and adequate health supervision.

## The Intramural Curriculum

In checking over the activities, my thesis study and the national study agreed on the following findings: basketball, tennis, track, and field, and diamond ball lead in participations in the order named. It is both encouraging and surprising to find tennis in second place. It shows that the intramural program is doing something to stimulate carry-over activities.

A wide variety of games are available in many programs. My study indicated the popularity of activities in the order named here:

1. Basketball
2. Tennis (carry-over)
3. Track and field
4. Baseball (this is indoor, diamond, or playground ball, not hard baseball)  
(Has good carry-over)
5. Volleyball (good carry-over)
6. Touch football
7. Boxing, swimming and diving
8. Handball, wrestling, golf
9. Soccer
10. Water polo, tumbling and gymastics

It was interesting to note that the larger schools promoted carry-over activities more than did the smaller schools. In all, the national study reported that 65 different sports were named by the 231 schools reporting intramural programs.

In my questionnaire study I asked this question: What activities in the intramural program might have the greatest carry-over value into adult life? In order of frequency mentioned they were: golf, tennis, swimming, volleyball, handball, basketball, baseball, horseshoe, diamond

ball, hiking, and bowling. You will note the leadership of individual over the group activities in this matter.

In regard to regular football the national study states:

"The question of whether football should be included in the list of sports recommended for an intramural program for boys has been debated freely. Although various practices and attitudes were observed among schools during visitations, the expense, the physical hazard, and the difficulty of procuring proper officiating of games has led a majority of the more outstanding schools to discourage football, as it is regularly played as an intramural sport."

I noted many principals, and directors of physical education recommending that touch football be substituted for regular football. This feeling seems to be particularly strong in the junior high school.

#### *Classification for Competition*

I am going to present both my findings and the national survey. In order of frequency of mention they were:

##### LINDWALL SURVEY

1. Class teams
2. Home rooms, (sometimes called spelling, session, or roll call rooms)
3. Physical education classes
4. Call the group together going out for a sport and choose up within that group. (leaders or intramural director chooses teams.)
5. Age-weight-height indices used occasionally to form groups.

##### NATIONAL SURVEY

1. Grades (class teams)
2. Physical Education classes
3. Home rooms
4. Weight
5. Height
6. Age

Here is a summarized opinion concerning classification procedure:—

a. Large high schools feature, "home rooms" or "session rooms." If a scheme can be worked out where the same individuals in home rooms are together for the four years, an excellent plan can be worked out. It produces great group loyalty. Point systems may be carried along with class, individual, and home room competition. Gymnasium divisions might be good in large high schools because there the boys learn to know one another's abilities.

b. Small high schools feature classes, with first, second, third teams, and more

if necessary. Choosing up within an index exponent group also works well due to the fact that no one knows boys abilities like the boys themselves, especially in a small school.

c. Junior high schools feature choosing up. Gregariousness is a prominent characteristic in the junior high school boy.

After we have chosen the larger units of competition such as class, half class, etc., we must again make a division within the larger group. There are many methods used. In forming groups or teams within the already-mentioned units the following schemes have been used:

1. Age-weight-height, Tulsa Oklahoma
2. Reilly exponent
3. Roger's athletic index
4. New York plan
5. Nash formula of age-weight-height
6. Pasadena city schools plan
7. California four point system for classification
8. Brace's Motor Ability Tests
9. Cozen's Tests
10. McCloy Classification Index

#### *Rules of Eligibility*

About half of the schools reported eligibility rules. Most of the individuals that drew up the regulations kept in mind that intramurals are for everyone and that no rules should be made that would set up barriers against participation. Generally the rules contained conduct regulations and the number of teams participants might play on. It also draws the line between the varsity and intramural players. Except in a few schools, no scholastic requirements were necessarily met by intramural players.

#### *Intramurals for Required Physical Education Credit*

Two schools reported that they were giving physical education credit for only intramural participations. Most of the directors of physical education reported that intramurals should be the outgrowth of a well-planned teaching program. Therefore, it is obvious that intramurals would offer a poor substitute for required physical education classes. Another expression by leaders was that if an individual has become proficient in game activities, the elective program should be accepted in lieu of required physical education. However, the selection of students participating in an elective program involves the setting up of tests which will

indicate proficiency in game fundamentals.

Volume III, Ohio State Syllabus of Health and Physical Education, states the following about attendance credit for intramurals: "Students participating in intramural sports should receive attendance credit in their regular physical education class only on the day on which their intramural game is played."

This rule still brings out that teaching is necessary to aid the student to acquire those skills which are necessary for his participation in intramurals. The fight of the department of physical education at the University of Wisconsin to keep their required physical education gives the attitude of their able leader, Guy S. Lowman on this particular problem.

The national study reported that fifty-nine schools grant credit for physical education for participation in intramurals; one hundred fifty-four do not, and one hundred fourteen did not specify. It also brought out the fact that the junior high schools are outstanding in declaring against such credit. The last sentence in the discussion said: "The wholehearted, unformalized application in intramural games of the principles and skills learned in physical education—with no quarrel about credit—is perhaps the ideal."

#### *Financing the Intramural Program*

Both of our studies brought out that the board of education and varsity receipts were the most popular sources of receipts to carry on the program. Others in order of frequency mentioned were: carnivals and exhibitions, dance receipts, each intramural participant paying a fee, school athletic association, donations by merchants, boxing tournaments, plays, activity tickets, each player buying own equipment, student-union fund, P. T. A. funds, assessment of rooms, selling refreshments at games, and assessing pupils for each sport. Most of the sources mentioned were from students. Ideally speaking, the intramural program should come from the board of education as it is a part of "Education through the physical" and should be a part of the new deal.

In regard to control of finances it may be said that, in general, individuals of proper authority are handling the intramural finances. The national study lists the principal, school treasurer, and the director of physical education as the three people most commonly controlling the finances. It goes on to say that: "This control

must be carefully safeguarded, especially if boards of education are to be expected to subsidize the program."

#### *Physical Education Relationships*

These definitions have been obtained through discussions with college, and University leaders in physical education, questionnaire returns, and my reading in physical education literature.

**INTRAMURALS**—The term intramurals means a broadening of the physical education activity program so that everyone has the opportunity to participate in the activities sponsored by the department of physical and health education. Intramurals fundamentally mean that a new educational philosophy has freed athletics and other activities from an aristocratic set-up where only a few have had the chance for Education through the physical.

**EXTRAMURALS**—The extramural program brings the intramural activities outside the walls of the institution. In other words, it is an added feature where intramural and varsity characteristics are combined; it may also be the sponsoring of a play day with another school, or a hobby activity program, such as hiking and skating. Mitchell says, "Extramural is not varsity because it does not stress coaching or crowds. Neither is it within the boundaries of the school. Therefore it can be well defined by the term "Extramurals."

**PHYSICAL EDUCATION**—This term covers the complete picture of required physical education, varsity athletics, intramurals, health instruction, and health supervision.

**REQUIRED PHYSICAL EDUCATION**—These units are the foundation for teaching and developing skill and for increasing knowledge for competitive and non-competitive activities. (This includes health instruction, restrictive classes, etc.)

**VARSITY**—These teams are made up of the superior athletes to represent the school in interscholastic competition. However, "B" teams are really extramural teams. Intramural teams are merely steps down in the ladder of superior teams.

**INTRAMURAL SUPERVISOR**—I believe this term is better than one of "intramural director." The real directors of the program should be the managers, members of officials' club and intramural club. The function of the supervisor is to help students organize and administer their own program.

*Awards*

No mention of awards was made, to my knowledge, in the national study. In my study there was much divergence of opinion on this problem. Team and individual awards ranked about even. A few schools gave class and home room awards. Sixteen gave letters; sixteen gave trophies; fourteen, numerals; fourteen, medals; thirteen, ribbons; seven, shields and banners; and two, emblems. Here is some philosophy offered in regard to awards: We should keep in mind that the award should not be the primary motive in the participation. It should not be of such intrinsic worth that it is sought because of its value. The awards should represent achievement paralleling the objectives of physical education. There should be opportunity for many to share in the awards if they are to represent achievement. This means that we should devise point systems and plan activities so it will be possible for even the poorest to share in the award. By award we mean only a symbol for one or more of the objectives of physical education. It might be well worth while as an experiment to conduct both interscholastic and intramural activities without any awards.

*Noon Intramural Programs*

Only about ten per cent of the high schools reported that they were attempting to carry on a noon program. Basketball, soccer, archery, playground ball, speedball, handball, and horseshoe were mentioned. I think that we would question using basketball, soccer, speedball, and handball. Leaders in the field believe that the noon hour should be an informal hour of activities. As intelligent physical education people we should encourage activities that are not strenuous and that involve little exercise. Free throwing, horseshoe, basketball golf, and ping-pong, are examples of these.

*Adjustment of Facilities*

The following methods were mentioned as possible means by which facility adjustments might stimulate the program:

1. Divide the time with the varsity
2. Have varsity practice come after intramurals
3. Add an extra required physical education period
4. If a five period week set-up, use one period for intramurals
5. Have Saturday intramurals
6. Have noon intramurals
7. Have varsity turn out in evening

8. Substitute intramural participations for one or two required physical education classes, providing there is a five-period a week physical education plan

9. Use gymnasium in fall and possibly in the spring after school for basketball, etc.

10. Have participations before school starts in the morning.

*Student Leadership*

This phase of intramurals has made very little progress. However, a few schools have made good headway. New Trier High, under the able leadership of De Forrest Showley, has an intramural sport club, sports administration class, and leadership class. Here is where the leaders are developed to carry on the large program. Directors of physical education are being enlightened as to the tremendous educational possibilities of this phase of intramurals.

The intramural activity program with student leadership resulting in student organization, officiating, and teaching, marks a great advancement toward making physical education, *Education through the physical*.

Education is a *doing process*. The organization and administration of the intramural program by students is a fulfillment of that definition. Leadership through the intramural program provides life-like experiences. The elements of interest and decision are both there. The boy is intensely interested in the program. He accepts decisions in the role of a player from a fellow student; he gives them in the capacity of an official. He accepts and demonstrates responsibility by managerial duties. As a member of an "Intramural Leaders' Club" or "Intramural Activities Club" he learns how to officiate, make schedules, and numerous other aspects of organization and administration. As a team member he must cooperate; as a manager he must secure cooperation and efficiency. He learns how to deal with groups and individuals. Thus intramurals will contribute to the complete living of an individual, providing he is given opportunity for leadership.

*Who is the Intramural Supervisor?*

In most high schools he is an academic faculty member. In other high schools he is the director of physical education or physical education instructor. In the junior high the director of physical education, in most cases, is the intramural director. It was suggested that intramural

programs should be under the constant supervision of the department of health and physical education, even though the director of physical education might not be actually directing the program.

#### Extramurals

Only 12 schools reported in the writer's questionnaire study that they had extramural competition. Swimming, golf, tennis, track, wrestling, football, and basketball, were the games used in some of these extramural activities. After all, extramurals are really weaker teams representing the school. It is extension of varsity opportunity.

#### Point Systems

There were only about six point systems that came to my attention. The criticism I would offer is that they differentiated between minor and major sports. There were point systems for the class, individual, hobby activities, home room, and physical education class teams.

#### The Restricted Intramural Program

This phase of physical education is also in its infancy. Several schools mentioned horseshoe, swimming, ping-pong, volleyball, and basket shooting as activities in this connection.

#### Schedule Making

Most of the schools reported that double and single elimination were used in the program although round robin was designated as being the most desirable. The ideal schedule is seasonal and should be round robin.

#### The Faculty and the Intramural Program

The writer's study indicated that about half of the high schools had faculty participation. The activities participated in by the faculty were as follows:

1. Basketball
2. Baseball
3. Badminton
4. Horseshoe
5. Volleyball
6. Diamond ball
7. Squash
8. Tennis
9. Handball
10. Golf
11. Squash tennis
12. Ping-pong
13. Indoor baseball
14. Swimming
15. Hiking

This participation will help physical education. Many faculty people fail to see the values of this program because they never have had the opportunity to partic-

ipate in physical education activities.

#### Participation Reports

About five schools reported that they gave a detailed report of the intramural program to the principal or superintendent. It included number of students participating in each class, per cent of students participating by seasons, home room participation, observations and conclusions, and recommendations.

#### Trends and Conclusions

This report does not attempt to give a picture of the average school program all over the country in regard to intramurals. Rather, it is an attempt to give facts concerning practices and trends as they exist in the more promising programs. Generally speaking, I believe that a discouraging picture is presented as regarding the schools as a whole. The most promising sign is that administrators, and physical education people are awakened to the tremendous educational opportunities in extension of opportunity to everyone for *Education through the physical*. The following statement is a symposium of trends and suggestions that might give us an idea where intramurals are (to a degree) and where they might go:

1. Intramurals are but a broadening of the athletic and informal activity program so that everyone can participate. As such, the director of physical education should administer the program. If the director does not administer the program directly, he should dictate the administrative policies.

2. The intramural supervisor should have an intelligent philosophy of intramurals in their relationship to education if he wishes to secure the co-operation of the administrative officers.

3. A wide variety of activities should be provided in order to take care of many interests. The curriculum should consider age and capacity of students. For example, contact football is undesirable in the junior high school, and there is a feeling against it in the senior high school as intramural activity.

4. Adequate health examinations should be given and the results used to classify the participants in intramurals.

5. The supervisor should remember that a successful program is one that is well organized and run off according to schedule. This does not mean that informal activities (allowing the boy to come and play any game when he wants to) should not be included.

6. The program should also include activities that have a carry-over value to adult life. Examples are tennis, swimming, handball, squash, horseshoe, and diamond ball.

7. Competition units should be arranged as equally as possible. Do not forget the element of loyalty.

8. Opportunities for practice and training for activities should be given as often as possible. Teach in required physical education classes and use intramurals as the laboratory.

9. The public should be kept informed of what is being accomplished in the intramural program.

10. Remember that intramurals offer a golden opportunity for leadership.

11. Adjustments in facilities with the varsity are necessary in the average school in order to have a program of intramurals. One of our biggest handicaps is the lack of adequate facilities.

12. Awards should not be given for their intrinsic value.

13. If awards are to be given they should be within the reach of the less skilled.

14. The students should be kept well informed of the program through well organized bulletins, handbooks, school paper, home room announcements, etc.

15. Bear in mind that extramurals are well worth while.

16. Get your faculty into the program.

17. The director of physical education or the intramural supervisor should train managers, officials, and all the leaders necessary for the organization and administration of the intramural program.

18. Restrictive classes should be left out of the intramural program. The activities that they may participate in should be determined by the results of the health examination.

19. Round robin tournaments, which mean continuous and seasonal participation, are far superior to single or double elimination tournaments.

20. A boy should not be kept out of intramurals because he is low in his academic work. We are depriving him of opportunities for important learnings through the physical.

21. Remember that the purpose of intramurals is not to develop varsity material. However, if an intramural player improves so that he becomes of varsity caliber, he should be given an opportunity to make the varsity.

22. Concomitant learnings (attitudes of co-operation, fair play, etc.) should be stressed in the program, although the other objectives of education should be kept in mind.

#### Problems

The field of intramurals offers an unlimited field for research and study. The following problems need to be solved so that physical educators can push through the new deal in education—democratized sports:

1. Educating school boards, superintendents, principals, and directors of physical education with the intramural idea.

2. Providing more facilities and adjusting the facilities.

3. Providing adequate health supervision.

4. Studying the small high school with a view of aiding that type of school. The majority of our high schools are those having small enrollments.

5. Careful study of methods of classification.

6. Study of leadership possibilities.

7. Study of carry-over activities with a view of stimulating those most easily developed keeping in mind: interest, facilities, finances, and age of carry-over.

8. The placement of games according to age and capacity needs.

9. Educating the public to the value of physical education in regard to universal participation.

10. Bringing the intramural program in closer relationship to the required program, interscholastic athletics, health instruction, health service, etc.

11. Financing the intramural program.

12. Studying awards as to types, etc., and advisability of giving awards.

13. Studying extramural possibilities.

14. Developing point systems.

15. Developing the informal, unorganized aspect of intramurals.

16. Stimulation of more carry-over activities and planning to make them function in the community in after-school days.

Robert E. Lindwall is a member of the staff of the department of health and physical education, Lincoln High School, Manitowoc, Wisconsin, and author of **Intramural Activities**.

It is during the years of adolescence that the higher essentials of a great civilization are transmitted.—F. Clarke

# School Assemblies

M. Channing Wagner

THE FIRST program for May should be in the form of a May Day Program.

## MAY DAY

Theme: The Blossom Festival

1. The Blossom Queen's Maidens decorate the throne
2. "Welcome, Sweet Springtime"—Rubenstein—by the school
3. Garland Dance. At the close of this dance the girls should take their stand on either side of the throne.
4. Procession of the Blossom Queen and Attendants
5. Natural Dance  
Balloon Dance
6. The Queen wishes a story; then is told "The Legend of the Arbutus"
7. Song appropriate to the occasion by the school
8. The poet laureate of the school is proclaimed and reads his poem to the Queen: "Springtime in (your state)"
9. Maypole Dance
10. Singing of your State Song by the school

## MOTHER'S DAY

The second Sunday of May has been set aside in our country as Mother's Day. It would seem to be very appropriate that an assembly program should be given in honor of this occasion. On this day the mothers should be the guests of the boys and girls. Careful consideration and preparation should be given to their reception. The following program is suggested:

### Program

1. Tribute to all mothers by a student  
"God sent the birds and sunshine  
To gladden the world;  
He sent the foliage and flowers,  
Their radiance unfurled;  
He sent the June, the stars, the morn,  
The pearly dewdrops sweet;  
And then he sent you, mother dear,  
To make it all complete."
2. Lullaby from "Ermine" by a chorus of girls
3. The Origin of Mother's Day by a student
4. Famous Mothers in Art by the students  
Each picture to be shown and an appreciation of the picture as a work of art given

by a student:

Mother Lebrun and Daughter, Lebrun  
Portrait of Mother ..... Whistler  
Feeding Her Birds ..... Millet  
5. Poem, "Mother" by Edgar Guest by a student  
6. "Songs My Mother Taught Me," a violin solo by a student  
7. "Wynken, Blynken and Nod"—Nevin—by a chorus  
8. An Appreciation of our Mothers by a student

## NATIONAL MUSIC WEEK

This program should contain selections by all the music groups of the school, including the orchestra, glee clubs, quartets, band, and singing by the assembly. Here is an opportunity to display the best work of the music department for the whole school year. It should be the purpose of the school to acquaint the pupils with the principles and materials of music and the various kinds of music.

The assembly would also serve as a splendid opportunity to add to the pupils' knowledge of famous composers and their compositions and more than that it should assist the pupil in the interpretation of music so that they will see in the various compositions just what the composer had in mind and to show them the importance of music in the emotional, aesthetic, and artistic life of the individual and the school.

There is a vast amount of material available for such a program. Some of the topics which might be discussed are as follows: One pupil might give a description of early music. As some of the earlier compositions are now available on the victrola, it will not be such a hard thing to do. As a physics instructor for many years, the physics of music illustrated with simple experiments in physics would be an interesting topic. Pupils are always interested in the history of instruments showing the distinction between the string, wind, percussion, and brass and the functions of these various instruments. Radio has made possible for large numbers of pupils to become acquainted with

operatic music such as The Soldiers Chorus from Faust; the Quartette from Rigoletto; the Barcarolle from Tales of Hoffman; and such light opera as The Mikado; and Pirates of Penzance.

A number of famous poems have been set to music such as On the Road to Mandalay, by Speaks; Recessional, by DeKoven; and In Flanders Field, by Robinson.

Some of the larger high schools have very successfully presented assembly programs giving famous selections from sacred music such as The Largo from Handel; the Hallelujah Chorus from Handel; and Ave Maria from Bach-Gounod. One could go on enumerating many more of the great wealth of material which is available for assembly programs during Music Week.

The following program is suggested:

**Program**

1. Comments on the writing of "America The Beautiful" by a pupil
2. Dramatic Reading, "I am Music" by a pupil
3. Interpretative Dance "Ronda Waltz" by a pupil
4. Presto Scherzando from the Hadyn Quartette
5. Minuet from Hadyn Quartette
6. Hungarian Dance No. 2 by Brahms. A sketch of Brahms's life might be given just before the playing of this. May 7th will be the 101 anniversary of the birth of this famous composer
7. Gavotte by Gluck by a pupil
8. Alla Fague by Mozart by a pupil

The following program is also suggested for Music Week:

1. Chorus "Nightfall in Granada"—Bueno by the Glee Clubs
2. Song, "Roses of Picardy"—Wood—verses by a pupil, chorus by the school
3. Orchestra selection: "Hungarian Dance No. 5—Brahms
4. Song—"On the Road to Mandalay"—Speaks—verses by a pupil, chorus by the school
5. Piano solo: "Rhapsody in Blue"—Gershwin, by a pupil
6. Band selection: "Coronation March" by Grieg
7. Salutation to the Flag and singing of Star Spangled Banner
8. Recessional March by Orchestra: "Officer of the Day"

**AWARD DAY**

Many schools find it very interesting as well as inspirational to give an assembly program near the close of the year which is known as Award Day. At this

time all pupils in the school who have distinguished themselves in the various fields of endeavor are called to the stage to be presented with awards by the president of the Student Council. Such awards may be as follows:

**Program**

1. Award to those pupils who have done outstanding work in scholarship
2. Athletic awards to those pupils who have been outstanding in athletic activities
3. Awards to those pupils who have won prizes in the fields of essay writing, debating, declamation or oratorial contests
4. Commercial awards to those pupils who have done outstanding work in the specialized field of commercial education

Such an assembly serves the purpose of calling attention of the students to those pupils who have conscientiously worked in order to maintain a high standard of endeavor. By publicly calling attention to these achievements it tends to spur other boys and girls in the school to emulate them.

**MEMORIAL DAY**

Many years have passed since the close of the Civil War and the setting aside of Memorial Day. It is the duty of the school to ever keep in mind the sacrifices which those who participated in this war and others have made and to call attention to the horrors of war and to teach pupils of the high school world mindedness. It would seem that today as never before our pupils should have brought to their attention the necessity of peace and of trying to teach the present generation that it is their responsibility to build up those traits and attitudes which will tend to prevent war in the future. The following Memorial Day program is suggested:

**Program**

1. Song "America" by the school
2. Poem, "Memorial Day" (found in Patriotic Programs for Patriotic Days) by a pupil
3. Origin of Memorial Day, by a student
4. Poem "Memorial Day"—Joyce Kilmer—by a student
5. Dramatization: "The Little Faded Flag" (Atlantic Monthly 1908)
6. Lincoln's Gettysburg Address, by a student
7. Our Honored Dead—Beecher—by a student
8. Taps by a bugler
9. Pledge of Allegiance to the Flag by the school
10. "Star Spangled Banner" by the school.

# A Laboratory for Newspaper Staffs

Mildred Helen Wilds

ROM CELLAR and attic, from pigeon holes in the high school assembly rooms most high school publication staffs were moving to sunny well equipped rooms when the "crash" and its aftermath cut them short. Regarded as one of the furbelows by those who consider themselves thrifty, many rooms were taken away from staffs and the groups found themselves without equipment, financial aid and in some cases were even without benefit of the typewriter. It is for those advisers who find themselves obliged to "put out" a worthy paper because the school has had one for many years but who are without quarters and who are urged to spend less and less on cuts, that this suggestion has been written.

Out of the depths there comes a challenge in these years to the "adviser" who thrills to the "expression" of her students whether it be made in an office with "Press" printed on the door or whether it be in a corner of her English room with a few drawers in her desk dedicated to her editor and exchange manager. The challenge, if answered, might result in the emphasis placed where it ought to be—on the advancement of the student's ability in conciseness, which is the essence of journalistic style, in promptness, in original expression and in clarity. For what has been lost, we might offer consolation saying that there were often pleasing exteriors which sometimes covered a lack of thoroughness and which sometimes misconstrued the aims of journalism in secondary schools. Difficulties, however, do arise for adolescents want a newspaper office; they want to feel that their paper is a real one with all the journalistic earmarks. They want to feel a kinship with a composing room somewhere; they want their editorial offices to smack of worn typewriter ribbons, crumpled papers, and overflowing waste-baskets. Their science laboratory has convinced them that the "doing" method of learning is far more beneficial than theoretical lectures which are received in passivity. Unless they are "doing" in realistic surroundings, the work is not fun. The challenge to the ad-

viser is to make this work "fun," yet keep it work and without the "exteriors" that have made extra-curricular activities appeal to the adolescent.

Again the science laboratory comes into the comparison, for the adviser realizes that the English class room has to be a newspaper laboratory where the students experiment before they "go to press." The materials in the science room are used in experimentation to advance scientific knowledge. Lectures are given in a class period; experiments are written at home or at another time in the school day, but the "doing" and perchance ninety percent of the learning takes place in the laboratory.

The materials to be found in our news lab might be paper, pencil, students and a class room—the room might be one that has been used all day for English classes. The typewriters, perchance, belong to the commercial room and when the stories are ready and publishable they are sent to the typist who types them all. Since the laboratory is our period for experimentation, work for the paper is not done here. It might be well to proceed into the work of a news lab in order to determine the method of conducting these experiments.

The school newspaper has a staff which cares for the needs of the paper directly, but when September rolls around and the adviser surveys a motley crew of Freshmen, who know nothing about news stories, of Sophomores, who know next to nothing, and Juniors and Seniors who are beginning to develop complexes, it is necessary to do some instructing. The newspaper, we assume, is a monthly and the adviser is enveloped during the day in five English classes, a library period and a study hall. Fortunately there is an activity period, the eighth in the day, which affords an opportunity for the group to get together for a lab session. These lab days then are scheduled for the eighth periods on Monday and Thursday and the student who attends finds that what he receives in "experimentation" enables him to do publishable work for the paper. The editor may call extra staff meetings when-

ever she feels the need; she usually calls one at the beginning of the month in order to indicate the kind of paper expected for the month and to make assignments, so that every activity and all class activities will be covered. On lab days the editor and the more subordinate members work together on a common experiment.

For this particular month, the issue for experimentation might be leads. The group assembles and the adviser brings forth all the exchange papers in her desk, the past issues of the "home" paper and her knowledge of what has been assigned for that particular month. She reads all the dull, flat leads that can be found; she reads stories with no leads. The group are eager to remove flatness and to compete with one another in doing it. Thus, without the "exteriors," the news lab through competition might enable practice to contribute toward a better issue. The group then all becomes cub reporters and the adviser throws a series of facts which she might have obtained from one of those "flat" stories. On the board she might have written some such key to good leads.

1. The summary lead { When?  
Where?  
Why?  
What?  
Who? } (And which adverb contains the electric spark to set the story going.)

2. The question lead { Can you find a question that DEMANDS answer?

3. The feature lead { Say something that has never been said before  
} Don't let it be overburdened. Make it complete.

*Suggestions:*

- (1) Avoid beginning with names
- (2) Avoid timal adverbs and indefinite articles as first words
- (3) Try beginning with clauses and phrases.

Not only leads but interviews, headlines, editorials, features, organization of material, straight news, incident stories and all other points in journalistic training would be considered subjects for student experimentation in the news lab. A few guides on the board, the adviser's criticism, a good school paper as a goal in the background, and the "good" school paper will eventually come to press.

The ability to find the "happy" and "fortunate" phrases can not be given by the adviser. Students must be incensed with a desire to search, to experiment, until some degree of satisfaction is obtained. Newspaper work gives a motive where the regular composition class often has the unnatural motive "class room credit" overhead. Ideas for clever columns, features and editorials can not be assigned, although the general topic can be. It is only through reading, writing, criticizing what has been written and what is written in the news lab that the stereotyped joke column, the flat "razz" column and the "in-commemoration-of" editorials can be ejected.

## I See America Dancing

Julia W. Wolfe

ALWAYS ARTISTIC are groups of children dancing in pageants. Patriotism, religious feeling and grace are taught in these activities; also a sense of unity is developed. In Athens the festivals of Bacchus called forth the great dramas of Euripides, Sophocles and Aeschylus, with their stirring civic appeals. Religious festivals, like the Passion Play, deepen the religion of a community.

Some of our national days have fallen

into neglect. Others are celebrated meaninglessly. This does not prove we should not celebrate them. The remedy lies not in bemoaning the situation, nor in endeavoring to revive outgrown forms, but in developing a new type of festival observance. This is no simple problem, but much may be accomplished. The relaxations and national celebrations of a people exercise too important an influence upon their moral, civic and patriotic tone.

to warrant their neglect by educators.

In a movement to revivify festivals, leadership naturally belongs to the schools. Play is being recognized in many institutions, and the play spirit utilized. Grammar school teachers may enroll in courses on conducting festivals.

One private school in New York City has gone into this problem of festivals perhaps more thoroughly than any other American school. The term "festival," both as applied to school work and larger celebrations must be understood as having a much broader meaning than originally. It would include not only joyous and festive occasions, but periods of serious thought and contemplation, according to the principal. This larger thought is recognized in music when we speak of a Bach or a Wagnerian festival in which the depths of pain and grief may be sounded. Neither must it be restricted to mean always an entertainment—if this term implies performers and spectators—for in truth, the best of festivals is that in which all are performers.

A company of Shakespeare or Emerson devotees, gathered to read, meditate and discuss thoughts of those seers, constitutes as true a festival as any grand procession with flying flags and blare of trumpets. Moreover, no festival has accomplished its object if its performers and spectators are not all filled with the spirit of the occasion. If the onlookers remain mere onlookers and do not at least in spirit become participants, the festival has fulfilled but a part of its mission.

One of the chief purposes in a school festival is the focusing of some great topic in a simple, impressive and unforgettable form. It is especially true of pupils that any event which can be presented in action, in simple dramatic form, is most

readily remembered. As a result, most of our festivals assume the shape of modest plays.

Pupils, for example, who have been occupied for many months in studying the story of the growth of the American nation from the limited area of the original colonies to the vast expanse stretching from ocean to ocean, gather together the various items and form them into a play.

Suppose they are considering the contribution of the French. Pupils are in daily contact with those early French explorers. They enter into the lives of these men, hear them discuss their aims, their troubles, their failures. They seize upon incidents previously considered unimportant, but now valuable because they give some clue to appearance, motives, action. Their aim is to construct anew the heroes that actually lived. At the conclusion of such an undertaking the explorers are no longer names in a book, but men in a real world.

The festival brings into the minds of children some of the joyousness of the rustic sports and ceremonies with which the simple country folk were wont to greet the May, or the romps and frolics which were associated with the Harvest Home. Nothing is more healthful for body and spirit than communion with the great out-of-door world. We must see, to appreciate the seedtime, the swelling of the buds, the opening of the flowers in early spring; the searing of the leaves and the storing of Nature's gifts in the fall. The music, games and simple rustic dance of the English people, much of which has been preserved and is readily accessible, seems to the performers to be their own expression. Watch them as they troop in

(Continued on Page 37)

## The High School Takes the Air

Robert J. Shillinglaw

**R**ADIO IS the new ally of education. Not only in the field of instructional programs, broadcast for use in the schools, has it proved its worth, but today it is using its facilities in many ways for the extention of extra-class activities.

This has been noticeably true in the case

of two New York State stations, WGY of the General Electric Company at Schenectady and WOKO in the Hotel Ten Eyck, Albany. Both of these network stations have given time to schools in the eastern section of the state for the broadcast of school activities and the result has been a

greater stimulus for such activities in the schools themselves.

In the case of WGY, arrangements have been made so that the staffs of school newspapers may present a program depicting the activities and life in their respective schools. These programs are conducted weekly, with a different high school providing the program each time.

The programs are of course, varied. In the school where music is stressed the program is generally more musical in its nature than that presented by a school where debate, or public speaking, or perhaps athletics is the high-light. These programs are written by students, and presented under the supervision of the faculty adviser to the paper.

Other interesting programs have also been presented over this station by high school and grade pupils too, under the auspices of the rural education division of the state education department.

The New York State Education Department looks so favorably upon radio as an instructional medium that it has one man on the staff of the rural division who looks after such weekly programs.

In the case of WOKO, however, the writer has been able to make arrangements for one of the most unique high school organizations in the country. Through the co-operation of the station manager an organization known as the Suburban High School Radio Debate League has been set up.

The seven schools which make up the charter membership of this organization are all rural schools situated within a thirty-mile radius of Albany. The league program included a series of seven debates in which each of the schools appeared in at least one program.

Three pupils from each school constituted the team. Two of these presented constructive speeches, being allowed a total of nine minutes. The third speaker was allowed four more minutes in which to present his rebuttal. The debates were judged by three persons listening in to the broadcast. They in turn telephoned their decisions to the studio as soon as the debate ended and the winners were then announced.

Winning debate teams were then paired off against each other in semi-finals and then in final debates until a champion team could be selected. The programs were a weekly feature of WOKO on Monday afternoons during February and

March.

If the program is found as valuable as it appears after the merits of the system can be carefully weighed and the results checked, an effort will be made to make the program state-wide for 1934-35.

This would be arranged through a series of debates to be conducted over neighborhood stations throughout the state. The winners of these debates would then meet in sectional playoffs until all but two were eliminated and these would then debate over a very powerful station which can be heard throughout the state, when a state championship team could be selected. This program is planned for the rural high school group.

In commenting on the radio debate league Dr. George M. Wiley, assistant commissioner for secondary education of the New York State education department, writes: "It seems to me that the plan as submitted should be useful in stimulating an interest both in the art of debating and in better written and oral expression in general. There are real advantages in such an activity among the schools within a convenient local radius which should prove of real value not only to the pupils who participate but also in an indirect manner to all pupils in the schools taking part in this work."

Mr. Francis E. Griffin, radio supervisor for the rural division of the department, commented as follows: "You are to be commended for your industry in obtaining radio time which certainly has a great monetary value to the station; but even more important is the value which your children, and I am glad to see there are a comparatively large number, will receive from this opportunity of appearing on the air."

Judges in these debates are instructed to consider the manner of expression, proper use of grammar, diction, and conclusiveness of presentation as more important than the factual material presented.

Robert J. Shillinglaw is Supervising Principal of Castleton Union School, Castleton on the Hudson, New York.

M. Channing Wagner, whose Assembly Programs have been a feature in *School Activities* the past year, has consented to supply a similar series of articles next year.

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# Financing Debate

Harold E. Gibson

WITH OUR present day depression among schools, the frills and less spectacular activities of the school have come under the axe to save money for the school budget. Most directors of these activities have been willing to watch their particular activity die this natural death and justify this action by giving our common ailment, the depression, as the cause for their action. In most cases, however, it is not the depression at all, but actual lack of energy among the directors of these distressed conditions, especially in the field of debate. Following are three budgets which have been successfully followed by many schools.

## THREE PROPOSED BUDGETS FOR SCHOOLS

### \$25 BUDGET—4 Debates

Materials, books, supplies .....	\$ 4.00
Judge for two debates .....	10.00
Expense for 2 short trips .....	6.00
Trip to Invitational Tournament .....	5.00
	_____
	\$25.00

### \$50 BUDGET—8 Debates

Material, books, magazines, supplies .....	\$ 8.00
Judge for 4 debates .....	20.00
Membership in State League .....	3.00
Expense of short trips .....	12.00
Trip to State Debate Meet .....	7.00
	_____
	\$50.00

### \$100 BUDGET—12 Debates

Materials, magazines, books, supplies .....	\$ 12.00
Judge for 6 debates .....	30.00
State Membership in Debate League .....	3.00
National Membership in Debate League .....	2.00
4 short trips .....	12.00
Trip to State Meet .....	7.00
Trip to National Meet .....	34.00
	_____
	\$100.00

**EXPLANATION OF THE \$25 BUDGET**—The twenty-five dollar budget is designed for the small school with little financial resources who still wish to have the benefit of debate activities. Under the item "Books and Materials" only two or three fundamental books or pamphlets and the

needed card boxes and cards were included. The expense for judges include \$5 for each judge for two home debates. The expense for short trips should include the cost of gas and oil to drivers who will be secured easily in any small school. This budget will leave \$5 to be used for a trip to any one of the various invitational tournaments held within reach of every school. Such a trip will be a fitting climax to a small school's debate season.

**EXPLANATION OF THE \$50 BUDGET**—The fifty dollar budget will serve the medium sized schools where debate is a regular part of the forensic program. The money spent for materials shall include the basic books mentioned above, and perhaps two subscriptions to the best periodicals on the subject of the debate. The money spent for judges will be the same under both budgets, except for the additional number of debates under this budget. An additional expense for membership in the state debate league is included. This gives the teams a greater incentive to work as the state championship will be their ultimate goal. The amount spent for special trips will include enough for one invitational tournament and the trip to the state finals.

**EXPLANATION OF THE \$100 BUDGET**—The school interested in going into debate on a large scale will be able to do so on this budget if they are conservative in their spending. The amount available for materials will include the basic books, several magazine subscriptions, and other pamphlets and information not available under more limited budgets. As there are a larger number of debates the cost of judges and trips will be proportionally larger. This budget includes a national membership to a recognized national debate league (National Forensic League) and a sufficient amount to pay transportation to an invitational tournament, to the state meet, and a trip to the national if it is anywhere near the location of your school.

## WAYS OF RAISING MONEY

There are many ways open for raising the amount of money needed. A few of

the better and quicker methods now used by schools will be discussed briefly in the following.

**CARNIVAL**—The carnival is one of the most remunerative of all activities. It includes many different types of activity, none of which are difficult to present, or take a large amount of work to produce. The cost of production, however is practically nothing, and all income is clear profit. The school that allows this carnival to finance debate usually finds that the revenue is sufficient to take care of all ordinary expenses.

**CONCESSIONS**—Every school has a well rounded program of athletic events. At each of these events it is possible to

sell large quantities of food to the patrons of the game. If materials are sold that cost little to produce such as homemade candy, pop corn and sandwiches, it will easily be possible to make enough at the athletic games to finance your debate season.

**PLACING DEBATE ON THE SCHOOL BUDGET**—One of the most successful methods of insuring successful financing is to place debate on the regular athletic budget and pay its expenses. If debate would receive approximately 15% of the total athletic budget, this would not seriously handicap athletics, and would certainly provide adequate finances for any forensic activities.

## Choral Speaking for Programs and Clubs

Grace Loar

**A VERSE SPEAKING** choir is a group of people who read poetry in unison. Their purpose is to interpret poetry by tone, rhythm, and action, sometimes assisted by light, color and costume.

Choral speaking is a delightful form of creative expression, and affords attractive, worth while, and varied material for programs. It can be adapted to almost any occasion, because poems can be found touching upon all human experiences, and commemorating all special days and anniversaries. Then for assemblies and school clubs, it is a different way to honor beloved poets or to celebrate National Poetry Week.

Besides its entertaining features, choral speaking has values for those who participate. The readers often learn, for the first time, to understand and appreciate good verse. Timid individuals forget to be shy when reading with others, and often develop a splendid confidence. Voices, diction, pronunciation, phrasing are improved in pleasant periods of working together. Awkwardness is inclined to disappear, because speakers are mindful of the interpretation rather than of their part in it.

Another feature to recommend choral speaking is the fact that few or many can participate. The writer has used groups

varying from six to seventy-five. However twelve or twenty-four, depending on the size of the stage, is a satisfactory number, since either can be divided into three or four groups, if the poems suggest that arrangement, as does "A Bird in the Hand," by Frederic Edward Weatherly. It begins, "There were three old maids of Lee," and the twelve women who read it separated into four groups of three.

Though some attention should be paid to the height of speakers, the grouping should be done by voices as in a choir that sings. Usually there are high, medium, and low groups. Variety of arrangement adds to the effectiveness. A straight line may be used, a semi-circle or double semi-circle, and numerous other formations. For "The Drum" by Edward Forrester Sutton, read by thirty-six boys and girls, twelve with medium voices were in a double line on the left of the stage facing right, and twelve with high voices on the right facing left as though standing on sidewalks to watch a parade. Twelve with low voices were in four columns of three each at the back of the stage as though marching past the other groups.

For Daly's "A Toast to the Flag," a triangle with four speakers to a side was formed. Those who made the base were

across the front of the stage with backs to the audience and faces toward a waving flag at the back of the stage, the apex of the triangle. For "David Jazz" by Edwin Meade Robinson, three solid triangles were used, and for Kipling's "Recessional," twelve columns six deep. The poems read will suggest the action. Often members of the choir will have excellent ideas of what should be done to give meaning to the interpretation.

Choral work must be rehearsed enough to make the action automatic, and to develop a sense of rhythm that results in simultaneous action and utterance, and a feeling for pauses. It is important, too, that no member of the choir at any time make a movement that does not help to interpret the poem. Clothes and hair should be adjusted and arranged before the speakers appear on the platform. A good plan is to have hands easily at the sides when they are not being used in purposeful action. Unnecessary movements detract and spoil the picture.

The effect is more pleasing if the choir is dressed in a uniform fashion. Because most students have a white dress or white trousers and shirts, white makes a practical and attractive costume. Besides no other color is so satisfactory if colored lights are used. The lights must, of course, be in harmony with the poems. "The Wind and the Moon" by George MacDonald was read in blue light. Those stanzas of "The Kitchen Clock," by John Vance Cheney, that are set before the fire seem to call for red light, though usually a white flood or spot serves quite well.

Since one purpose of a verse speaking choir is to express the rhythm of poetry read aloud, musical accompaniment is unnecessary. However, when the platform is large, or when the change in grouping demands a great deal of movement, it adds to the unity of the recital to have piano or orchestra play appropriate strains while the speakers take position for the next number. With a little planning and rehearsing, the movements of the groups between selections add to the attractiveness of the program.

Just as an individual reader introduces his selection and prepares the hearers to understand and enjoy it, so should the choral numbers be presented, either by a member of the group or by a chairman who knows the kind of thing to say. This is best done after the readers are in place and the music has stopped.

When the introduction is finished, someone of the group may give the signal for the beginning of the poem. As in singing so in speaking, all should begin on the first word. A director in front, as with an orchestra, would make the work of the choir easier, but the writer has found that groups of thirty-six and even seventy-five, can, when on their own responsibility, keep together in action and words, observe pauses, and change mood and tempo. A director seen by the audience detracts somewhat from the presentation, because the picture and the action are almost as important in the interpretation of many poems as the vocal expression.

There are those who feel that only the highly trained should attempt choral work. As one's ability and training are, so perhaps, will the results be. If a would-be director of a verse speaking choir has a love and understanding of poetry, some creative imagination, and some training in speech and interpretative reading, he will likely achieve something worth while. At any rate he will find the experiment fascinating, if he uses poems adapted to the literary appreciation of his speakers, and that have a strong impelling rhythm, contrasted moods, and vivid images.

#### EXTRA CURRICULAR

ANNA MANLEY GALT

Daughter's home from college.

I cornered her today  
Between a Russian "wing-ding"  
And the Otis Skinner play.

"Well, Polly, you'll be coachin'  
Your uninformed old Dad;  
Just seven years of schoolin'  
Is all I ever had.

"I've always wondered, daughter,  
How they measure speed of light;  
And another thing—what tells a bird  
To make its southern flight?"

"We didn't get that far; but I  
Can make mushroom croquettes;  
And one thing, Dad, I learned at school,  
Men do prefer brunettes!

—The Kansas City Star

School's need to be temperate in discarding traditional ways of doing. Practices are not unsound just because they're old.

## Who's Who in Extra Curricular Activities

**E**LBERT K. FRETWELL—As Dr. Cubberley has clearly pointed out, those activities which we today term extra-curricular have always been more or less present among young people in their teens. Until quite recently, however, they were much less prominent than now. In general the attitude of the traditional high school was anything but favorable to these activities. In some institutions they were tolerated; in some they were largely ignored; in others they were vigorously discouraged. Certainly very little was done to organize and direct them into more orderly and useful channels.

Since 1915 the better type of secondary school has almost completely reversed its position with respect to these enterprises. They are no longer ignored or merely tolerated. Attempts at suppression have virtually ceased. Instead these activities are stimulated and encouraged. Their potential value is recognized and every effort is made to utilize them in the proper and adequate training of our youth.

This nation-wide acceptance of the Extra-Curricular Activity movement has occurred almost within the limits of a single decade. The truth of this statement is attested by the literature now available in this field. Up to the year 1924 this country had not produced a single, substantial book on the subject. Since 1924 more than forty books have appeared in this field, to say nothing of scores of bulletins, surveys, and magazine articles.

The sudden rise of this movement and the fact that it so quickly won general acceptance may be attributed chiefly to two factors. In the first place it was introduced at a propitious time. The World war had revealed many problems not being solved by the secondary school, psychologists had made available much new information regarding the needs of adolescents, and the vital demand for more training in civic education was becoming more and more apparent. The new movement promised much along all of these lines and this partially accounts for its rapid growth.

But there was another important reason for the sudden rise and prompt development of this movement. Fortunately, it attracted leadership of high quality and these leaders promoted the movement with vigor, enthusiasm, and skill.

To quote specifically from Dr. Cubberley, (1) "Probably no one in this country has done more to bring to the attention of school men the vast extent and the fundamental importance of this large field than Dr. Elbert K. Fretwell. He has been preeminently the leader of this movement and most of those who have so far supplied us with our manuals for the conduct of this work have been his students. In consequence a large amount of important literature on the subject owes its inspiration to his teaching."

Who is Elbert K. Fretwell and what is the basis of Dr. Cubberley's statement regarding his preeminence? He was born in Lewis county, Missouri, and his undergraduate college work was done at LaGrange where he received his Bachelor of Arts degree. He became principal of the nearby Canton high school and then was elected county superintendent of schools in his native county. He had entered educational work very early and at the time of his election was one of the youngest if not the youngest county superintendent in the entire country. He held this position several years, then recognizing the need of more training he took his Master's degree at Brown University majoring in the field of English. He took some work at the University of Missouri and followed this with a year of graduate work at the University of Chicago after which he spent some months studying music and languages in France and Germany. His formal training was terminated in 1917 when he took his doctorate from Teachers College, Columbia University.

Field experience of a practical nature had been liberally interspersed with his graduate training. In addition to the positions already mentioned he taught English in college, acted as National Director of Education for the Boy Scouts of Amer-

ica, served as Director of Recreation for the Red Cross, assisted in organizing the program of Physical Education and Recreation for Reconstruction Hospitals following the War, and engaged in various other professional enterprises. In 1918 he joined the staff of Teachers College, Columbia University, and now holds a professorship in that institution.

Early in his educational career he became interested in the out-of-class enterprises of high school students. He recognized the significance of these enterprises and upon joining the staff of Teachers College he immediately introduced a course entitled "Extra-Curricular Activities in the High School." According to the available information this was the first graduate course of its kind to be offered in this country. It attracted immediate attention and in the fifteen years it has been offered, its enrollment has aggregated several thousand students.

As a productive worker in his field, Dr. Fretwell has a national reputation. His writings include many magazine articles, bulletins, some extra-curricular surveys of recognized merit, pamphlets, studies, and one book which is regarded as having unusual merit. Naturally his educational writings are chiefly related to the field of his major interest which is the extra-curricular movement. He has been and continues to be in heavy demand as a lecturer before teachers associations. In this capacity he has made a great many public appearances and the fact that he returns again and again to the same associations is evidence of the esteem in which he is held by these groups. But it is as a teacher of his course in Extra-Curricular Activities that he has exercised the greatest influence upon this particular movement. As Dr. Cubberley has pointed out, "Most of those who have so far supplied us with manuals for the student of extra-curricular work have been his students." An examination of the substantial publications in this field abundantly confirms this statement.

"The author makes grateful acknowledgment to Dr. Elbert K. Fretwell, Professor of Secondary Education, Teachers College, Columbia University, who has been his teacher . . ." (2) "In the preparation of this book the author is indebted to Dr. Elbert K. Fretwell . . ." (3) "The writer is indebted to Dr. Elbert K. Fretwell of Columbia University for assistance received from him while in his

classes." (4) These and similar comments, found in a score of introductory statements testify to his influence as a classroom teacher and as an educational leader. Dedicatory statements further confirm the appreciation of his leadership. "To Elbert K. Fretwell, loyal friend and inspiring companion," reads the dedication of one substantial, general treatment of the field. (5) "To my teacher, Elbert K. Fretwell," reads the dedication of a splendid volume on assembly and auditorium activities. (6) These and similar acknowledgments are not the over-enthusiastic blurbs of publishers seeking to promote sales. They are instead the grateful statements of former students who recognize their indebtedness and desire to make it a matter of record. It is as a teacher, then that Professor Fretwell exercises his chief influence. His other

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work has won merited recognition but it is as a wise and stimulating teacher, counsellor and friend that he has made and is making his chief contribution to education.

To those who know him well this will be neither strange nor surprising. Indeed, it is in this fashion that he prefers to work. "Just as with every other teacher," he says, "I suppose, I get the greatest satisfaction out of the constructive work of my former students." (7) Certainly the constructive work of lieutenants such as Charles F. Allen, Philip W. L. Cox, Jane M. Crow, Charles R. Foster, Iris C. Good, Bessie Huff, Edgar G. Johnston, Margaret A. MacDonald, Harry C. McKown, Harold D. Meyer, Joseph Roemer, M. Channing Wagner, George C. Wells and numerous others should be the source of real gratification to him.

There are many phases of Professor Fretwell's character which cannot be portrayed in this brief sketch which must of necessity present only a limited profile. No attempt has been made here to describe the sincerity of his helpfulness, the honesty of his intellect, the contagion of his enthusiasm, or the charm of his personality. His unusual spirit is revealed, in a measure at least, by the following excerpts from his recent book: (8)

"During a dozen years, as a teacher or a principal in schools public and private and in some fifteen years of college teaching, I have come to have an abiding faith in the ability of administrators, teachers, and pupils working cooperatively in recognizing and solving their own immediate problems and in their planning for the progressive reconstruction of the school."

"I have hesitated to write: the problem is so big, the opportunity so great, the vision so surpasses the grasp. To do is so much more difficult than to know what were good to be done. To propose constructive measures and how to put them into effect is much more difficult and to some minds less exhilarating than pointing out that there is 'something rotten in the state of Denmark.' Working with pupils, teachers, and administrators in a particular school has seemed much more worthwhile than writing about it."

"The end is not yet. There are no final authorities in this field. This social organization of the school in and out of regular class is yet in its infancy." . . . "The problem of enabling our pupils to live in

a democracy and to make democracy a fit place in which to live is an insistent necessity, a delight, and a test of our ideas, of our technique and of our faith."

- (1) Elwood P. Cubberley, Editor's Introduction to **Extra-Curricular Activities in Secondary Schools**, p. vii.
- (2) M. Channing Wagner, **Assembly Programs**, p. v.
- (3) Bessie M. Huff, **How to Publish a School Paper**, p. viii.
- (4) J. Hooper Wise and Joseph Roemer, **A Study of The Extra-Curricular Activities in the Public High Schools of Florida**, Preface
- (5) Philip W. L. Cox, **Creative School Control**.
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- (7) Joseph Roemer and Charles F. Allen, **Extra-Curricular Activities in Junior and Senior High Schools**, p. iv.
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## News, Notes and Comments

*Meeting the Emergency in Education* is the title of Bulletin number 46 of the Department of Secondary School Principals of the National Education Association. This publication outlines an active campaign for the schools of America in their fight against the forces of the times.

A message was sent to President Roosevelt for Armistice Day. It runs as follows: "We, the undersigned boys and girls who were born during the great war, although we have no knowledge of the horrors of the conflict, are suffering from the results of that gigantic folly. On this, the fifteenth anniversary of the Armistice, which put an end to those four and one-half years of misery, we pledge our support to your Recovery Program and send you most sincere wishes for the success of your efforts towards a better understanding among nations. May we never witness a repetition of the tragedy of 1914-1918!"

This message was signed by about one hundred presidents of International Clubs and student-body officers. The message and signatures were combined in an illuminated parchment portfolio. On the front page appeared a poem "A Prayer for International Peace" written by a student of the High School of Commerce in San Francisco and illustrated by a student from Girls High School, San Francisco.

This project was worked out by the World League of International Education Associations—a students' organization formed in San Francisco in 1925, with no political or religious affiliations—in co-operation with the National Association of Student Government Officers.

Dr. F. C. Allen, nationally known basketball coach of the University of Kansas, is advocating some drastic changes in basketball rules. Dr. James Naismith, the originator of basketball, is reported to have endorsed Dr. Allen's stand on several proposed changes.

Three centuries of progress in secondary school education will be celebrated by high schools throughout the United States during 1935, in commemoration of the founding in 1635 of the first school of

secondary grade in this country, for it was in that year that the Boston Latin School was established, one year before the founding of Harvard.

For the past four years a committee appointed by the Department of Secondary School principals of the National Educational Association has been planning a celebration of this event, and all high schools will be urged to participate by presenting to local communities through various devices of pageants, plays, exhibits, and public assemblies a graphic portrayal of the contribution of the high schools to American life. At a meeting of the planning committee for the celebration and of the various sub-committees held in Cleveland in February, C. O. Davis, Professor of Secondary Education at the University of Michigan and general chairman of the Tercentenary Celebration Committee, heard reports of the plans of his committeemen and expressed the belief that the event would be celebrated in almost every high school in the country.

The publicity committee, with the co-operation of the various other committees, will issue for free distribution to high schools in the fall a booklet of suggestions on methods and devices for celebrating this three hundredth anniversary of the founding of the American high school.

A special release of the National Survey of Secondary Education is a bulletin entitled *Programs of Guidance*. Anyone interested in this subject should send ten cents to the Superintendent of Documents, Washington, D. C., and ask for Monograph No. 14.

*The Thrift Almanack* is published by Thrift Incorporated, School Savings Headquarters, 1117 Lake Street, Oak Park (Chicago), Illinois. A sample copy will give an idea of the important work being done by this active thrift agency.

### A SCHOOL WORKS

If your high school athletic association needs funds (or any other group) we recommend the plan used last September by Cottonwood Falls, Kansas.

Students of the Chase County Community high school held a "work day," and

found no signs of depression.

Girls and boys alike spent the day in seeking jobs, and filling them. Nearly a dozen girls started out with boot-black packs in the afternoon. Some of these teams secured as much as \$5 and \$6. One citizen had his shoes polished four times.

Many windows in the downtown district were washed; yards took a cleaning; lawns were mowed, motor cars washed. A few girls took care of babies while mothers shopped.

Principal C. A. Yeomans said that more than \$60 was turned in by the students as a result of the one-day campaign.

A basic conception that lies at the root of what is wrong with education includes the mistaken idea that education is a process of teaching rather than one of learning.—Joseph H. Brewer, Jr.

#### KEEP FILES COMPLETE

A few complete files of School Activities are yet available at \$1.50 per volume. Single copies of numbers that have been lost may be replaced at the regular single copy rate of 20c each. To insure their

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"A More Fruitful Use of Leisure through Music" is the slogan chosen by the National Music Week Committee for the 1934 observance.

The South Carolina High School Athletic Association has abolished state athletic contests.

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**My Story**—Mary Roberts Rinehart  
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**Operas, A Book of**—Henry E. Krehbiel  
**Operas, A Second Book of**—Henry E. Krehbiel  
**The Outline of History** (new and revised)—H. G. Wells

**A Parade of the States**—Bruce Barton  
**The Philosophy of Life**—Anderson M. Baten  
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## Stunts and Entertainment Features

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### THE TRAIL OF '34

Frances Burnham

The celebration of class day or night in high schools is becoming more and more a custom in many places. Instead of the traditional class history, class will, class prophecy, and other features of the program some schools have worked out pageants or dramatizations of the activities of the class which is about to graduate.

The Trail of '34 offers a new and different way to incorporate the many features of class night into a composite whole. The four years of school are regarded as a trip in a covered wagon caravan across the "Prairies of Learning." At the opening of the evening, the class is seated around a camp fire and they are dressed in old-time costumes. When the scene begins, the salutatorian arises and delivers a welcome to her classmates and to the audience who have assembled to take part in and to witness the departure of the caravan of '34 from (name of school) to the far-off "Land of Graduation."

Following this the curtain is pulled or some other means of indicating a change of scene used. In the next scene we see the trip well begun, but trouble in the form of an Indian attack appears. This represents the initiation staged by the upper classmen. The caravan moves on. Other events of the four years are pictured in like manner. Triumphs in athletics may be revealed by overcoming bandits who attempt to hold up the train or by rescuing some member of the train who has been lost or captured by enemies. Musical achievements may be told by evening "sings" about the camp fire. The class song may come in here, and the class poem if desired. Banquets and parties are recalled by conversation as the women of the train prepare the meals. In this way the class history is brought out.

When one old granny of the train who can read the cards or foresee the future by means of tea leaves reveals to the members of the caravan what the years ahead hold, we see the members of the class as they will be in the years to come revealed

in pantomime behind the fortune teller.

Before the final skirmish with the Redskins of the Final Exam Tribe, the caravan of '34 gathers to make out its last will and testament in order that all be taken care of in case of any casualties. Finally a scout dashes in to report that the "Land of Graduation" is indeed visible ahead, and the valedictorian steps forward to deliver the address that ends "The Trail of '34."

### THE SENIOR FAREWELL ASSEMBLY

M. P. McMillin

"Something different."

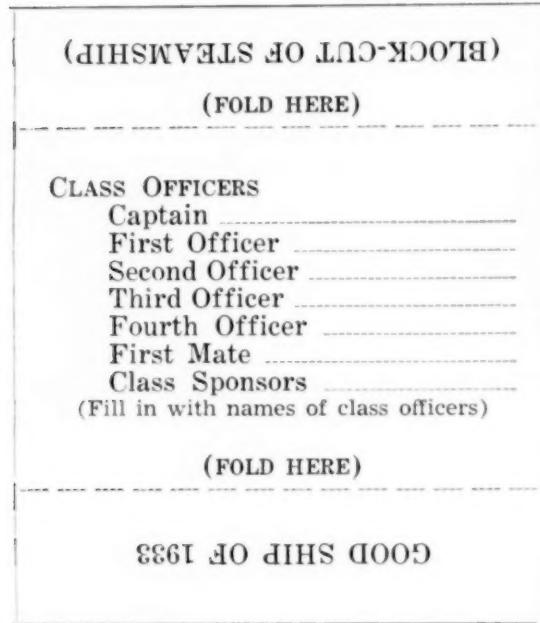
This is the cry that goes up annually in every high school when the senior class is arranging its schedule of graduation events. Commencement and Baccalaureate have become more or less crystallized and conventionalized by tradition. However, not the Senior Class Day, or Farewell Assembly, as it is now designated. This may be just as unique, just as "different" as the clever committee in charge wishes it to be.

The first step towards a successful Class Day Assembly, is the selection of a general committee. This should be done in the late fall or early winter, so that they may have ample time in which to conceive and plan a program far removed from the stilted, cut-and-dried Class Day of our forefathers. Even though no committee may wish to copy another school's ideas in toto, it is often helpful to know what other schools are doing.

This spring one of the larger high schools of Southern California presented a most effective Senior Farewell Assembly as a substitute for Class Day. The general plan was simple and easily carried out, and would be readily adaptable to a school of any size.

At the entrance doors of the auditorium, each student was given a program—a sheet of paper, approximately 6x9 inches in dimensions, and folded twice in letter fashion. On the top fold appeared an inked block-cut of a steamer under full steam. Immediately below the picture were these words: "Good Ship of 1933."

When unfolded, the program—which, incidentally, was made up and printed in the high school print shop—appeared thus:



When the student looked on the other side of the sheet, he found the program listed as follows:

**SENIOR FAREWELL ASSEMBLY**  
"33"

Senior Processional  
Ship's Orchestra  
All Aboard  
Reading of the Log  
Firemen's Quartette  
Sounding the Depth  
The Mermaid Trio  
Sailors' Dance  
The Debarcation of the Pilot  
Relinquishing the Command  
A Bon Voyage  
School Hymn  
Senior Processional

When the audience was seated and the auditorium darkened, an invisible orchestra softly began playing "Aloha, Farewell to Thee," a song imperishably linked to ocean travel, and suggestive of the "voyage" idea used in the clever programs. As the orchestra was playing, the curtain rose.

The student audience gave one sharp gasp of delighted amazement, and then burst into stormy applause. Right before their eyes was a complete ship-board scene, replete with steamerchairs, awnings, and pretty girls and handsome boys

dancing a dreamy waltz played by the ship's orchestra, and with even a full moon shining in the deep blue sky beyond.

Actually, the setting was a most simple and inexpensive arrangement. A sky-blue drop extended across the rear of the stage, forming a vivid background for the girls' evening gowns and the white-flannel-navy-blue suits of the boys. A straight line of white "state-rooms", constructed of card and beaver board, and marked off into three doors and three windows, was placed across the center of the stage, and formed a pleasing contrast to the vivid blue of the "sky." In front of the "staterooms" were groups of gayly striped awning-covered chairs, in which sat the speakers and entertainers. Down left was the piano, around which was grouped the "ship's orchestra", consisting of five boys, also

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attired in white flannels.

The stage setting was extremely simple and inexpensive. Yet the immediate effect was so refreshing, colorful, and suggestive of the vacation days near at hand, that the spontaneous burst of applause from the students was an overwhelming approval of its effectiveness and beauty. In adapting this setting to any particular school, the program committee could easily dispense with the waltzers if dancing is in any way objectionable to the school code. Instead, some students or group of students could sing or croon "Aloha" off-stage, to the accompaniment of the orchestra, or with lightly strummed guitar and ukelele.

As the dreamy strains of the waltz died away, the dancers glided on out into the wings, and the music changed to a spirited march by Sousa. The two double doors at the auditorium entrance swung open, and the seniors in gray caps and gowns filed singly down the long aisles and took the seats reserved for them in the front section. The Senior Processional is a time-

honored annual custom here, and a beautiful one worthy of adoption in every high school in the land.

After the seniors were seated, the orchestra music modulated into a classical Spanish tango, which was danced by four couples in colorful native costumes. This dance, coached by one of the gymnasium teachers, was most effective under the constantly changing colored spot-lights. Here again, if dancing in the school buildings is prohibited or discouraged, a Sailors' Hornpipe or some other appropriate folk-dance could be substituted.

The next number was the "Reading of the Log", a short class history, read by a student selected by the committee for his popularity, and writing and speaking ability. The "Firemen's Quartette" then sang a male chorus number from the comic opera, "The Pirates of Benzance"; and, as an encore, "Fifteen Men on a Dead Man's Chest", from Louis Curtis' nautical musical comedy. The glee club director in any high school would be able to suggest many other suitable chorus and

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No numbers published for July, August and September.

3319 N. 14th St., Milwaukee, Wisconsin.

quartette numbers for such a program.

"Sounding the Depth" consisted of the class will and testament. This was given the nautical flavor by a clever introduction worded somewhat as follows: "We, the Class of June, 1933, before setting out on the great sea of life, do hereby declare this to be our last will and testament." Following the reading of the usual humorous behests, "The Mermaid Trio" sang two songs dealing with the sea and life aboard ship. Then, four girls in white duck sailor costumes gave a tap dance, which was also trained in the regular gymnasium classes.

"The Debarkation of the Pilot" was the principal's farewell speech to the class—a serious and sincere message of sound advice and good wishes. During "The Relinquishing of the Command", the senior class president in a simple, dignified ceremony, turned over the gavel of his office to the January, 1934, senior president, who in "A Bon Voyage" expressed the congratulations and good wishes of the entire student body towards the outgoing class.

Following this, a small chorus group sang "Bon Voyage to My Ship of Dreams". Then came the final singing of the school hymn by the graduating class; and immediately afterward, to the accompaniment of the ship's orchestra, the graduates filed slowly out of the auditorium in the impressive Senior Recessional.

As the other students followed the Class of 1933 out of the auditorium, they eagerly voiced their enthusiastic approval of the unique and clever program. One leading junior was heard to remark, "Clever! I'll say! It's the best Senior Farewell Assembly we've ever had . . . Boy, we'll have to go some, to think up a program to beat this."

#### A DIFFERENT CLASS DAY PROGRAM

Emerson Hynes

If there is anything that bothers the senior class adviser, it is the problem of trying to present an interesting and different class day program. The following idea may be easily adapted to any senior class, or, if it does not satisfy, it may suggest new ways for conducting the class day exercises. The plan is a modern interpretation of Chaucer's *Canterbury Tales*. By using it as a theme, a number of plans may be developed. For instance

divide the playlet into three parts—the Prologue, the Tales and the Epilogue.

The Prologue contains the introduction by the Host. In true Chaucerian style, he explains the situation, the plan for the evening, and whatever else is necessary.

At the beginning of the Tales, the Host calls on the Physician who delivers as his story the history of the class. The tale of the Wife of Bath follows next. It is a "Winchell Review" of some of the big events, known or unknown, from high school days. Then comes the Parson's story; he expresses the gratitude of the class to their parents, the faculty, and their friends for their aid in making graduation possible. The chivalric story of the Knight, is next; the class poem, written if possible in the manner of Chaucer, is the Knight's contribution. The Man of Law speaks next; it is his duty to read the class will. The Merchant's Fables follow; they are a collection of favorite sayings of the various class members. The second part of the program ends with the Cook's Legend, which takes the form of the class prophecy.

In the Epilogue the Host calls the story telling to a close because he sees graduation rising just ahead. He calls upon all to rejoice and sing. Musical selections are rendered, and the evening is concluded by the entire class singing the class song.

If an English teacher who is familiar with the style of Chaucer aids in the writing of the filler, the entertainment will be much more realistic and interesting.

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## BEWARE THE BONE YARD

Edith Selter

## Characters

A FRESHMAN, A SOPHOMORE, A JUNIOR, AND A SENIOR. THE FACULTY. (This may either consist of as many students as you have faculty dressed to take-off the faculty; or one student dressed in black bent over a cane may represent all.)

THE FORMER FUNKER: (Dressed to represent their several professions)

DOCTOR	SECRETARY
LAWYER	SAILOR
FARMER	ARTIST
NURSE	TEACHER
FLYER	HOME-MAKER

Scene: A graveyard with cardboard cut to resemble slabs.

Time: Night just before exams.

(Curtain rises on students, the freshman, sophomore, junior, and senior, wandering through the graveyard. They read aloud the various stones.)

JUNIOR.

Here lies one who wouldn't cram  
For a history exam.

SOPHOMORE.

Here lies one who studied not;  
Exams just killed him on the spot.

SENIOR.

Here lies one without a doubt  
Who plugged but couldn't dig it out.

JUNIOR.

Lo, here a "d. s. major" lies  
Whose cake receipt would never rise.

FRESHMAN.

Here lies one who breathed defiance  
To experiments in science.

SOPHOMORE.

Here lies one, let's weep and wail,  
Who doughty Caesar caused to fail.

SENIOR.

To murder English did he dare,  
And that is why he's lying there.

JUNIOR.

Here lies one, ah, woe is me,  
Fallen in Geometry.

FRESHMAN.

Here lies one who rode a pony,  
But it balked, for it was phoney.

SOPHOMORE.

A freshman green this grave entwines

Who mixed his algebraic signs.

(They sing to tune "Reuben and Rachel")

FRESHMAN AND SOPHOMORE.

Senior, junior, we've been thinking

How much nicer school would be,  
If the old examinations

All were buried in the sea.

JUNIOR AND SENIOR (same tune).

Yes, indeed, but we'd be mourning,

Should you try a deed so brave;

You must heed our solemn warning,

Or you'll lie here in this grave.

FRESHMAN AND SOPHOMORE.

Gather round and listen closely:

Don't you think they'd give us  
aid,

All past ages who have flunked them,

Spirits who have here been laid?

SENIOR AND JUNIOR.

That's a noble inspiration.

We'd bring others lots of cheer,  
If we'd drown examination.

Hide, there's someone coming  
here.

(They hide behind the stones. Enter faculty. They ramble morosely through the graveyard and then sit down on a log in the foreground.)

FACULTY.

Alas, there is no sympathy  
For members of the faculty!  
There is no end of work and woe  
Whate'er we do, where'er we go.



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(If there are several members of the faculty, divide the following lines among them, letting each say one and all repeat the line "For to get some knowledge in" together.)

I've crammed 'em,  
I've rammed 'em,  
And shocked 'em,  
And mocked 'em,  
For to get some knowledge in!  
I've coaxed 'em,  
I've hoaxed 'em,  
I've scolded,  
Enfolded  
For to get some knowledge in!  
I've cheered them,  
Endeared them,  
I've jested,  
Requested  
For to get some knowledge in!  
I've thanked 'em,  
I've spanked 'em,  
Carressed 'em,  
And blessed 'em  
For to get some knowledge in!  
I've sassed them,  
I've passed them,  
I've teased them,  
I've pleased them  
For to get some knowledge in!  
How hopeless it was, these grave-  
yards show.  
Alas, they haunt us wherever we go!  
Oh, we're weary, weak and worn,  
Sad and friendless and forlorn.  
Nowhere is there sympathy  
For the faithful faculty.  
Can't we expiate our sin,  
Get a little knowledge in?

(The faculty remains seated with bowed head. Enter the former flunkers and form semi-circle around them behind.)

FORMER FLUNKERS (sing to tune, "Uncle Ned").

Oh, we were the students whom the faculty did flunk;  
This they did long ago, long ago!  
We rose from that grave and resolved to show the spunk,  
Which they taught with their lives as you know.

Chorus:

Then praise to the faithful faculty  
Pride they can always feel in me!  
Failures now no more but winners, we  
Learned grit from the brave faculty.  
We knew when we flunked we must  
"git up and git"  
From the place where the flunked

students go,  
For we had learned the faculty's grit;  
'Tis the one lesson all have to know.

(Repeat Chorus)

Exams are the medicine that toughen up the spine;  
They're what made us so great don't you see?  
As stars in heaven the faculty shine,  
For they caused us to stand, you and me!

(Repeat Chorus)

(Faculty rise and go out arm in arm with former flunkers; they may execute a little dance if desired. Students come out of hiding.)

FRESHMAN.

Oh, say, did you hear those words so wise,  
In praise of exams we so deeply despise?

JUNIOR.

It is but temporary ground  
Where wishbones change to backbones sound.

SOPHOMORE.

Does everybody have to lie  
Within this gloomy spot? Not I!

SENIOR.

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The faithful workers hover not  
Around this horrid, haunted spot.  
(All sing to tune, "Solomon Levi")  
Our disagreeable whining we will stop as  
students should.  
Examinations give one spine and every-  
thing that's good.  
Faculties so stiff and stern  
That think they have to flunk  
Do that to make their students learn  
A beautiful lot of spunk.  
(END)

NOTE: Music to all songs may be found in "The Golden Book of Favorite Songs" used extensively in public schools. Uncle Ned, page 29; Reuben and Rachel, page 99; Solomon Levi, page 122.

### BUSINESS BECOMES PLEASURE

Ann Harmacek

If you have a commercial department in your school, stop and think just what these classes mean to the rest of the school, to the parents, to the P. T. A. and to the community. Do they know that you are learning the vocation of business? Better make sure by showing them how the vocation of business is taught in your high school. It will be an inspiration to the classes as well as an interesting extra curricular venture.

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The next number would be a demonstration of typewriting, done in three groups to show increasing speed of the

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learners. The lessons to be typed could be placed upon the blackboard, and definite time limits could be set. The interest in these two numbers is increased by having both the dictation and the typewriting refer to the assembled visitors in some amusing way. For example, the dictation might read—"We have lately heard a great many comments on the P. T. A. of this city, etc. . . ." or, "We have heard that some of our student visitors are desirous of changing their courses to our department."

The third number would show one member of a class and also an entire class typewriting to music rhythmically. This, too, could be explained by the student leader.

The fourth number would be a talk on Commercial Law by a class member, or shorter talks by several members. This can be made particularly interesting to the visitors by allowing them to ask questions of the speaker at the close of his talk.

The fifth number, which is the longest and most interesting, shows a typical office force in action for one day. This is very carefully worked up beforehand. Human interest may be added by the hiring of a new stenographer, showing various candidates and why they are not chosen. The duties of the different office members are made clear. Business, pertaining in some way to the community or to the visitors is transacted. The NRA may be brought in, showing business trends.

The sixth number is a demonstration of salesmanship by two or more members of the class. The salesman may be immediately successful, or he may definitely master a few salient steps in three consecutive trials.

Much depends on the student leader, or leaders who present the explanations. These should be told clearly and interestingly in as few words as possible. Each

number is only long enough to make it clear to the visitors. Keep the program short. Let the "Day in an Office" be the longest and most interesting number, summarizing everything. The student leader may write out this number with actual speaking parts, to be learned as in a playlet, if he so desires. More real good is derived by the participants if each one chooses or is assigned his part, e. g.—Mr. Dibble, president of the firm; a young lady, his private secretary; a young man, as office manager; this manager's stenographer and several typists. There may also be some firm salesmen who come in, a switchboard operator or office boy at the door. Each student enters and acts as he actually would if he were holding that position in an office.

After the program, there may be community singing by all, as a get-together, and later, if the P. T. A. is in charge of the meeting, there may be light refreshments, with its attendant opportunity to talk over questions of mutual interest.

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## Games for the Group

### A MERRY MAY TIME PARTY

Helen M. Alrich

A party given in May, should be as flowery and Spring-like as possible, for originality and beauty, for the first May Day celebration was given in honor of Flora, the Goddess of Flowers. The customs of hanging May baskets filled with flowers on the door knobs, is an old English custom, which has been received here to a certain extent.

A very good idea for a May festivity in decoration is the May pole which was used as a favorite pastime in the olden days. Use pastel colors for the decorative scheme which are always found in the profusion of Spring flowers. One of the loveliest and most effective trims for a hall the writer ever planned was a May pole in the center of the room—with four inch streamers in pastel colors brought from the center chandelier to the walls, these averaging about one foot apart all around the hall.

These streamers were gathered together at the upper part of the chandelier and evenly brought out to the walls and dropped eight or ten feet, according to the height of the ceiling, tacked to place with the ends hanging several feet to meet trellises covered with wisteria blossoms made of three shades of crepe paper. The pole in the center up to the lights was made about  $\frac{3}{4}$  of a foot in diameter; this was wrapped in the colors. The front of the platform was draped in the full twenty inch wide crepe paper, this being put on angling in as many shades as were required to fit the space.

On this platform, was a bank of palms and ferns back of which was the orchestra. This feature of the trim gave a modernistic effect, which was very pretty.

A small May pole with the paper streamers may be used as a center piece for the serving table. These may be made by taking an inch mailing tube fastened to a card board case after having wrapped the tube with pastel colors and attaching the  $\frac{1}{2}$ -inch streamers to the top with a small bunch of twisted petals to finish the top.

A wire hoop about 3 inches in diameter is attached to the top of the pole by nar-

row ribbons; this must be covered with the twisted petals, forming a wreath. Radiating from the wreath are the narrow streamers in delicate pastel shades. These streamers may be held by little dolls also dressed in the crepe paper.

Little baskets, covered with crepe paper in various shapes and sizes made with wire handles and adorned with a tiny spray of flowers, may be used for nuts or candies. Basket shaped cut outs in pastel shades of card board, may be attached to the basket handle used for the nut cup, by a tiny streamer of ribbon or crepe to be used as place cards.

Candles are always pretty at an evening party, these may be used with the May pole. A spray of flowers twined at the base adds to the beauty with little extra expense. A wonderful favor for the girls, are arm band corsages of small crepe flowers with a little glitter here and there to brighten them under artificial light.

These are made by getting together a few small rose buds, sweet peas, or violets into a small bouquet then putting them through the center of a silver doily. Tie these to the wrist with a silver ribbon.

The boys may have a small boutonniere of the same small flower. These are showy and certainly involve very little expense.

To make a party a real success, from the very first moment the guests should be made to sense the joyous atmosphere of a spring time party, joyous and colorful, with never a dull moment from beginning to end.

This may be done by carrying out the details carefully planned, so that all the anxiety of committees on entertainment are swept away in knowing that the decorations and favors are in good taste and appropriate for the occasion. It depends greatly upon the artistic ability to arrange the decorations so that the delicate rainbow tints combine their loveliness in the space to be trimmed.

### A TALENT SOCIAL

Ella M. Stewart

The need for raising money by groups and organizations is an ever present one,

and in these times suggestions along that line are eagerly welcomed by those who have this problem to meet.

For the Senior high school class, which upon graduation wishes to donate something to the school or campus, in the way of a memorial, and is at a loss as to how to raise the necessary funds, the plan of the talent money is suggested. This could also be used by P.T.A. or other groups of adults.

If the class has a small fund in the treasury, the sum of fifty cents or one dollar may be distributed to each member, who is instructed to 'invest' it in some way which will bring in a profit and this in turn, together with the original amount, must be invested again, as many times as possible, until the period specified for the experiment is ended. This should be for one month, or two months, as the class shall decide. It is well not to set too long a period, as interest may flag before its close. A smaller sum may be used as 'capital' if it seems advisable.

At the end of the period of investment, a date is set for the collection of the "talent money" and its increase or profits. A program is planned, at which each one gives an account of how the money was invested and the amount of the profits earned. Or if there is no money available in the treasury, each member is pledged to earn money in any way possible for the specified period, the entire amount to be turned over to the class treasurer.

Then, at the expiration of this period of endeavor, a program is planned, at which the members give an account of their earning and the experiences in so doing.

The program may take the form of shadow pictures, a pantomime in which each member acts out the method used in earning the money, the shadows of the actors being thrown on a sheet or white curtain. Some of the stunts used recently by a group were as follows:

1. A woman walked—just walked—back and forth before the curtain. She had walked to save carfare, and gave what she saved to the cause.

2. A woman shown pressing a pair of trousers.

3. A woman shown cutting her husband's hair.

4. Young man with spade, hoe and rake, working in garden.

5. Girl taking care of baby—walking the floor—rocking it, or playing games

on the floor with an older child.

6. Girl washes handkerchiefs and lingerie in tub.

7. Boy tap dances.

8. Girl holds up her father's trousers by suspenders, then goes through pockets.

9. Girl types a story, then reads it to an audience, then passes a collection plate.

10. Boy sells popcorn balls from tray suspended by straps from his neck.

11. Boy selling papers.

12. Boy pushing lawn mower.

These are only a few ways of earning money which may easily be shown in shadow pictures, and each stunt, plus the personality of the performer, is good for a hearty laugh.

Many other original ways of earning money will be found by each group that may be cleverly reproduced in pantomime.

If desired, refreshments may be served at the end of the program, for which a small sum is charged. Sandwiches or hot dogs and coffee, ice cream and cake, popcorn balls, are easily prepared, and will help swell the fund in the treasury.

### A BOOK LOVER'S PARTY

Ruth C. Anderson

The invitations for this type of party should be in the form of small booklets. The guests should be invited to come in costume—that of their favorite character in a book or some well known character in literature. When all the guests have assembled have a grand march and a reviewing stand. Prizes may be awarded for the best characterization, etc. If desired the guests may come masked and remain so until after the awards have been made.

Usually at parties some of the guests are strangers to the others in the group. A game must be played early in the evening that will cause the guests to mingle freely. Here is just such a game. Announce to the group that now it is time to have all the new books in the library labeled. Line the guests around the room, facing the

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wall. On the back of each one pin a card bearing the name of a book, its author, and a serial number. As soon as a card is fastened on a player have him face the center of the room, but instruct him to keep his back to the wall. When all the guests are labeled, give to each a pencil and a piece of paper bearing the serial numbers and places for the titles and authors. It is well to have these typed, as:

Title	Author
1. ....	
2. ....	
3. ....	

The object of the game is to get the information on the backs of the other players without allowing that on your own back to be seen. Give a signal for starting. Limit the playing time to about twenty minutes. Be prepared for a good deal of noise and laughter as the players dash about to get, but not to give. If prizes are given one may be given to the player who has succeeded in getting the greatest number of titles and authors, and one to the player who has succeeded in preventing any player from seeing his card provided he has been successful in getting a good many answers.

By the time the above game is finished the ice has been broken and all the players will be glad to sit quietly for at least the time it takes to play the following game. Provide each player with a strip of paper with numbers from one to twenty or twenty-five. The hostess announces the name of a well-known character from fiction. The players are instructed to write down the name of the book in which this character appears opposite No. 1. Allow thirty seconds for writing the answer. Announce a second character. Continue until all the characters are given. Collect or exchange papers for correcting. To the player who has the fewest correct answers give a publisher's book catalog. This will create a laugh.

The next game will make moving about the room possible. Place around the room picture puzzles representing titles of familiar books, poems, plays, etc. (These puzzles can be made by pasting picture cut-outs and words from advertisements onto colored mounting paper.) Number each picture. Provide each player with a paper with as many numbers as there are picture puzzles. At a given signal tell the guests you want them to visit your art gallery and to identify each picture. Allow enough time for the guests to identify

a good proportion of the pictures, but do not let them tire of it. The secret of any game is to stop it while interest is still high. Correct answers. Award prizes to the winner and to the "booby." Many books lend themselves readily to this game. A few suggestions follow:

Red Rock—Picture of something red and the picture of a rock, or the picture of a large rock colored red.

Moby Dick—Picture of a white whale. If no picture can be found cut out a whale from white paper and mount it on black.

The Circular Staircase—The interior of a home showing a circular staircase.

Black Beauty, White Fang, Wildfire, Rebecca of Sunnybrook Farm, Little Women, etc.

Booklover's pi always affords amusement. Provide the players with a piece of paper on which twenty titles or authors have been listed, but the letters in each title have been put in jumbled order. Opposite each name there should be a line for the correct answer. Set a time limit. Correct the answers.

About this time everybody present is hungry and the problem of seating the guests comes up. An easy way out of a difficult problem is to have two boxes handy. In one should be the names of books; in the other the names of their authors. If there are an equal number of boys and girls present, have the girls pick a paper from the one box and the boys from the other. If it is an all girl's party have half the guests pick from the one box and the other half from the other box. Each author should find his book. As partners are located they should retire to the place where refreshments are being served. If table favors are given, book marks are always easy to make or inexpensive to buy.

Just one word of caution: in all the games be sure that books and authors that are generally known and liked by boys and girls are selected. The group itself for which the party is planned should determine the nature of the books selected.

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## School Activities Book Shelf

**COACHING HIGH SCHOOL ATHLETICS**, by William G. Campbell, assistant professor of education, University of Southern California, and Ralph King Reed, head of the department of physical education, Newport Harbor High School, Newport Beach, California. Published by C. C. Crawford Publishing Company, Los Angeles, California.

An outstanding need of coaches of high school athletics has been met. In contrast to the many books that have been written on the technique of playing the different games, here is one that deals with the daily problems of the high school coach. Arousing and maintaining interest in athletics, organization of the athletic department, financing athletics, development of sportsmanship and team spirit, lessening ineligibility, maintenance of harmony and cooperation, as well as the technique of teaching games—all presented for coaches of high school athletics—are treated in a most interesting manner.

**A HANDBOOK OF SOCIAL PROGRAMS FOR HIGH SCHOOL TEACHERS**, by G. Turner Hicks, Ph. D., professor of education, Murray State Teachers College, Murray, Kentucky. Published by Murray State Teachers College, Murray, Kentucky.

As the name indicates, this book is one written for the use of teachers who sponsor high school parties. The author handles this problem from the viewpoint of an educator, but he has made the material definite and practical. A copy of this book in the hands of a teacher will make sure that an interesting, wholesome, and "different" class or school party may be planned and carried out with a minimum of time and effort.

**FOLK-DANCES and SINGING GAMES**, by Elizabeth Burchenal, president of American Folk-Dance Society and author of numerous books on the subject of folk-dances. Published by G. Schirmer, Inc., New York, N. Y.

Written by this outstanding authority on the folk-dance, this book is just what one would expect to find it. It gives com-

plete, detailed instructions for more than a score of dances and for a similar number of singing games. It includes music to accompany the dances and games, also illustrations to show costumes. The dances included in this book have been taken from those of the United States and a dozen foreign countries.

**FEDERAL AID TO EDUCATION**, by J. E. Johnson. Published by The H. W. Wilson Company, New York, N. Y.

When it was reported that the National University Extension Association had chosen *Federal Aid to Education* as the subject to be debated by the high schools of the country the coming year, this compilation of material was newly off the press. This book—one of more than two hundred pages—offers a complete treatment of the subject. It gives a brief of both affirmative and negative arguments, an exhaustive list of references, and a rich collection of significant articles by authorities on the subject.

**GROUP GOLF INSTRUCTION**, by Helen B. Schleman, Manager of Forest Park Golf Course, Valparaiso, Indiana. Published by A. S. Barnes and Company, New York, N. Y.

This new and interesting handbook of golf instruction comes from the pen of an author who until recently was instructor in physical education in Ohio State University. Her book literally *teaches* golf. In twenty-seven sections, each of which might be called a lesson, this book gives a course of instruction that will be interesting and helpful to any golfer—beginner or professional. The book is written in vigorous style and attractively illustrated.

**INTRAMURAL ACTIVITIES**, by Robert Edward Lindwall. Published by the author, Department of Physical and Health Education, Manitowoc, Wisconsin.

The organization and administration of intramural athletics has been given excellent treatment in this book. The author has gained wide recognition in educational circles through the pioneering he has done

in this field. Schools that appreciate the growing needs for intramural sports will find their questions answered in this book. Schools that have not realized the possibilities of intramural sports will get valuable and compelling ideas from it.

**KEEPING A SOUND MIND**, by John J. B. Morgan, Professor of Psychology, Northwestern University. Published by The Macmillan Company.

We have great cause to regret that the high school curriculum gives much time to less worthy subjects and almost none to mental hygiene. But to cope with such situations educators have learned to think of the possibilities of clubs. A mental hygiene club, or call it what you may, will find *Keeping a Sound Mind* an interesting, readable, up-to-the-minute source of material in that field. Needless to say, the book is an excellent one for reading and study for the individual, old or young, who would know more of mental health.

(Continued from Page 13)

#### I SEE AMERICA DANCING

to the sound of the trumpets to greet the morn of May. The scene is alive with graceful movements. Children come bearing flowers and green boughs. Later arrives the May procession with the queen in fine array. In with a rush comes Robin Hood and his band, and the sports and games begin. Through it all there runs a note of hardy, ruddy life; the freedom and beauty of the open country sends all the auditors out with heart and mind open anew to Nature and her treasures.

The festival is a step toward establishing red letter days in the modern workaday world where all days tend to the same mediocre level. Heights are valuable only in contrast to valleys; continual stimulation is as unhygienic as no stimulation; gala days must come sufficiently far apart to allow time for development and growth.

At harvest, or Thanksgiving time, the members of the eldest class may present their message to all the younger mates; at Christmas time the entertainers are an intermediate grade; on May-day, the primaries. Then, again at Christmas time, each class may join the grand procession and with gay costumes, rollicking song or simple action contribute its part to the

whole. Each gives what it can like one large family or social group. The appreciative applause with which the older ones greet the younger, who in turn repay the compliment, give rise to a feeling of solidarity.

To the performers comes a new experience; not what we know, but what we can make others know; not what we feel, but what we can make others feel. Very soon arises a consciousness of the need of absolute clearness and definiteness on the part of the one who is to give the message.

Books are read, authorities consulted, pictures studied, that the teacher hardly knows about. In no other way can one obtain such uniformly vital work in spoken or written English, in history, in geography, in music, in art, in costuming, in the use of gesture. In all this work the big aim is to develop the ability to produce in the spectator the thought and emotions which the performer wants him to feel.

Teachers may look upon the festival as too much work. But this need not be. On the contrary, the celebration may become the climax of the regular subjects. It may be the means of unifying the work of a grade, each subject contributing its part in presenting as a vivid whole the large ideas which have determined the year's study. Then the festival will represent in dramatized form, our complex and at times, diffuse curriculum.

## Theatre— —& School

A Magazine of Creative Dramatics

Teachers Association

Quarterly of Drama

Devoted to the interests of the Drama as an educational force in school and community

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ANNE NORWOOD, Business Manager  
857 Cass Street - - Monterey, California

## Comedy Cues

For the READER who enjoys a laugh and who reads jokes for his own amusement. For the ENTERTAINER who needs jokes and other humorous materials out of which to produce comedy acts.

For the SPEAKER who in conversation or public address would liven up his remarks with humorous illustrations.

Johnny—"Mom, won't you give me that candy now?"

Mom—"Didn't I tell you I wouldn't give you any unless you kept still?"

Johnny—"Yes, but—"

Mom—"Well, the longer you keep still, the sooner you'll get it."

—Pathfinder

"Er-I-er-am seeking your daughter's hand. Er-have you any objections, sir?" asked the trembling suitor.

"None at all," replied the parent. "Take the one that's always in my pocket."

—Thrift Almanack

Student—School doesn't amuse me, but you ought to see my father's face when he's doing my home work.

"Jim Fishback is going to sue the company for damages."

"What for?"

"He was carrying a heavy piece of steel when the whistle blew and he dropped it and injured his foot."

### A WISE OFFICER

The policeman opened his book and poised his stubby pencil, saying, "What's yer name?"

"John Smith," replied the one offending.

"Yer real name," bawled the officer, who had been tricked the day before.

"Well, then, put me down as William Shakespeare."

"That's better. You can't fool me with that Smith stuff."

—Country Teacher

He—Do you know the difference between a taxi and a bus?

She—No.

He—Fine. We'll take the bus.

### LOUDER, PLEASE

"What instrument would you suggest for my accompaniment?"

"A steam calliope!"

"But you couldn't hear my playing above a steam calliope."

"I know it"

### A PRIZE PLAY

Author—This play is about rheumatism, flat-feet and halitosis.

Producer—Good grief, what's the big idea?

Author—Well, didn't you tell me to put everything I've got into it?

Five year old Jane, says a writer in *Parents Magazine*, came home from Sunday school full of questions. "Is it true, mother," she asked, "that men are made of dust?" Receiving an affirmative answer she replied, "Well, there will certainly be a man born under the spare room bed, before long."

—Thrift Almanack

### YOUNG MENTAL HYGIENIST

Johnnie had been disobedient in school, and finally his teacher asked him to stay after school to talk with her.

"Johnnie," she began, "I have to put grades on the report cards tonight. Now, what do you think I should do about yours?"

"Well," began the youngster, "I think you really ought to go home and have a good dinner and rest before you mark mine."

—Journal of Education

### DASHING DAUGHTERS

Flapper—Goodbye, mother.

Modern Mother—Just a minute, dear. Sign the visitors' book in the hall before you go!

### ONE MISSING

"Our attendance is splendid today," began the teacher. "All are here except Albert. Let us hope that it is something really serious which keeps him away."

"Johnny," said the West Chicago geography teacher, as she pointed to a large map on the wall: "When you stand in Europe facing North you have on your right hand the great continent of Asia. And what have you on your left hand?"

"A wart," replied Johnny, considerably embarrassed.

—Thrift Almanack

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# SCHOOL ACTIVITIES

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